

# ADVOCATING FOR EMERGENT BILINGUALS THROUGH LANGUAGE AND LITERACY

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## Activity #1 Learner Profiles

Read the profiles below of three different examples of learners. Then, take five to ten minutes to think about your own learners and how they **resemble** these profiles, or **differ** from them. Use the chart below the profiles to identify **their specific language and literacy needs**, based on our discussion of the learners.

Yi-Sheng	Miguel	Samira
<p>Yi-Sheng is seven years old and arrived at the beginning of the school year from a small city in China. She lives with an aunt and two cousins; her parents are still in China and don't know when or if they can move. She was placed into the 2nd grade in NYC because of her age. School in China typically starts at age 7, so she is in the 2<sup>nd</sup> grade despite never having been to school.</p> <p>She is beginning to develop oral proficiency in English, but continues to have difficulties with basic print concepts, alphabetic knowledge, and decoding. Her teacher is concerned because the 2<sup>nd</sup> grade curriculum is too advanced for her and she is falling further and further behind.</p>	<p>Miguel is eleven years old and was born in NYC. He is currently in the 6<sup>th</sup> grade. He speaks mostly Spanish at home with his family. He speaks fluent English without an accent. He can read and write fairly well in English but has not been able to test out of the NYSESLAT in terms of reading comprehension. His ability to analyze the more advanced texts in the 6<sup>th</sup> grade seem to overwhelm him.</p> <p>Last year in the 5th grade he spent four months in the Dominican Republic. Upon reentering school in NY, his teachers noticed that he lost a lot of skills. His teacher is wondering how to help him regain the skills he lost and prepare him for the 7<sup>th</sup> grade. Miguel feels like a failure in school; no matter how hard he tries, he can't seem to make progress.</p>	<p>Samira is thirteen years old and arrived one year ago from Yemen with her family, who are refugees of the ongoing civil war. Because of the violence and instability in the country, Samira was not able to attend school regularly. The family is adjusting to a new life in NYC, but many of Samira's family members are still in Yemen, and she worries about them and misses them terribly. She is still traumatized after losing her house and spending the previous two years in a refugee camp.</p> <p>Samira was designated as SIFE and is currently in the 8<sup>th</sup> grade. She is still struggling with oral English but manages to communicate. She loves being in school and is a motivated student. However, she is unable to keep pace with the curriculum. Even with ENL services, she is still struggling to learn the basics of reading in English.</p>

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Activity #1 continued:

Compare a few of your own students or create different groups to compare in your mind. Reflect on their **oral English abilities**: their pronunciation, fluency, and general and academic vocabulary. Reflect on their **literacy**: their lower order reading skills like decoding and higher order skills like comprehension and analysis, as well as their writing ability. Based on our discussion of the learners, **in your opinion, what are their specific language and literacy needs?**

Students	How is their oral English?	How is their English literacy?	What are their specific needs?